APPENDIX B

CONTEXT/IMPLEMENTATION STUDY

DATA COLLECTION INSTRUMENTS AND ITEM JUSTIFICATION TABLE

Table B: Implementation Instrument Content Chart

Program Attendance Records

After-School Project Program Director Interview

After-School Project "Enhanced" Curriculum Staff Interview

After-School Project "Regular" Academic Program Staff Interview

After-School Project District Coordinator Interview

After-School Academic Staff Survey

After-Schools Academic Activity Scales Form

Table B:
Topics, Items, and Item Purposes of the Implementation Instruments

<u>**Key**</u>
Interview Protocols: PD = program director, EI = "enhanced" activity instructor, RI = "regular" activity instructor, DC = district coordinator

Topic and Items	PROGRAM RECORDS (Attendance Logs)	INTERVIEW PROTOCOLS	SURVEY (After-Sch. Staff)	OBSERVATION INSTRUMENTS (i.e., Scales Form)	PURPOSE
Background of respondent					
Personal					
Relevant work experience			31		
Education, training, prior professional development.			27, 32		Service contrast: how do staff in the two activities compare in terms of experience and background
Certification and teaching experience			28-30		
Program roles and responsibilities					
Job title/position		PD 1; EI 1a; RI 1-2; DC 1a	1-3		
Program role		PD 1; EI 1a; RI 1; DC 1b, 2, 4	9		Identify service contrast related to differences in staff members' backgrounds. Also identify respondents to associate their perspectives to their involvement and role with the program.
How often work in activity			7		
Hours worked		DC 2b	10		
Experience with activity			11		
After-school program: overall					
Structure and organization					
Scheduling of activities		PD 3b, c			Context for understanding how the "enhanced" activity fits into the existing structure of the after-school program, and how students transition between different activities during the afternoon.
Activity choice and transitions		PD 3a, b, 8			
Goals					
Major goals		PD 2			Context: how well the goals of the "enhanced" activity align with the existing goals of the after-school program.
Description					
Activities offered		PD 3a, c			Context for understanding how the "enhanced" activity affected established program, and thus the service contrast as well
Staff roles		PD 3a			

Table B:
Topics, Items, and Item Purposes of the Implementation Instruments

Topic and Items	PROGRAM RECORDS (Attendance Logs)	INTERVIEW PROTOCOLS	SURVEY (After-Sch. Staff)	OBSERVATION INSTRUMENTS (i.e., Scales Form)	PURPOSE
Academic "enhanced" activity					
Student recruitment/participation					
Who, how, why recruited?		PD 8a			Service contrast: who's in the activity, their reasons for attending or not, their participation.
Participation patterns		EI 3a-c			
Enrollment and attendance of students	√		13,14		Service contrast: how many students are being served regularly? Monitor for attrition, crossovers, etc.
Structure and organization					
Schedule		EI 1b-e			Service contrast: how the activity is structured and run.
Weekly frequency			6		
Staffing		DC 5b	12		
Description					
Reasons for district/school involvemt.		DC 2			Context for understanding why the "enhanced" activity is being offered.
Focus of activity			4	A	Service contrast: what students do, how it's presented, their involvement
Method to help students			5	A	
Engagement during period, time on academics			8	A	
Staff training and ongoing support		DC 4d	17b,d		Service contrast: training, support of staff, planning, prep time, materials.
Staff planning time, supplies		EI 4; DC 6	15, 16, 20		
Methods used, lesson plan			17c, 17e, 18	A, 15	
Performance assessment			23-26		Service contrast: focus on performance outcomes; role and type of assessments. Fidelity of implementation: assessment-guided instruction.
Match of activity to students' needs			21-22		Service contrast: fit of services to target population. Context for future adaptation of approach.
Strengths, challenges of curriculum		EI 3b, h; DC 3h-i			Service contrast: how strong is the curriculum
Quality of activity				C	Service contrast: how does it differ from the alternative, how good is it.
Classroom management and adult responsiveness					
Individualization w/in large group			17a	A	Service contrast and good practices: how does classroom management compare.
Student engagement, interest			17f,g	A	
Student behavior			17h, 17j, 17k, 19	A, B	
Time off-topic			17i	A, B	
Observations: number, type		DC 5a, b			Fidelity of implementation: How well-informed is the coordinator about the activity and how it's going.
What's going well? Poorly?		DC 5b			
Range of class management skills		DC 5c			Good practices: quality of classroom management.
Response to management challenges		DC 5d			Context: types of management challenges and capacity to address them.

Table B:
Topics, Items, and Item Purposes of the Implementation Instruments

Topic and Items	PROGRAM RECORDS (Attendance Logs)	INTERVIEW PROTOCOLS	SURVEY (After-Sch. Staff)	OBSERVATION INSTRUMENTS (i.e., Scales Form)	PURPOSE
Educationally oriented "regular" activity					
Student recruitment/participation					
Recruitment		PD 5a, 8a; RI 6a-c			Service contrast: who's in the activity, their reasons for attending or not, their participation.
Level(s) of students		RI 4a			
Participation patterns		PD 5a; RI 7a-c			
Enrollment and attendance of students	√		13,14		Service contrast: how many students are being served regularly? Monitor for attrition, crossovers, etc.
Structure and organization					
Schedule		PD 3c, 5b; RI 4b-d, i			Service contrast: how the activity is structured and run, monitoring by program administrators.
Weekly frequency; yearly duration		PD 3c; RI 4e, f	6		
Staffing		PD 4; RI 4h	12		
Monitoring quality		PD 7b; RI 9			
Goals					
Major goals of activity		RI 3a			Service contrast: what are the desired outcomes for the participants.
Expected benefits for students		RI 3b			
Description					
Focus of activity			4	A	Service contrast: what students do, how it's presented, their involvement
Method to help students			5	A	
Engagement during period, time on academics			8	A	
Staff training and ongoing support		PD 7a-c	17b,d		Service contrast: training, support of staff, planning, prep time, materials, curriculum.
Staff planning time, supplies		RI 8	15, 16, 20		
Methods used, lesson plan		RI 4g	17c, 17e, 18	A, 15	
Performance assessment		PD 6	23-26		Service contrast: focus on performance outcomes; role and type of assessments.
Match of activity to student needs			21-22		Service contrast: fit of services to target population
Quality of activity				C	Service contrast: how does it differ from the alternative, how good is it
Classroom management and adult responsiveness					
Individualization w/in large group			17a	A	Service contrast and good practices: how does classroom management compare.
Student engagement, interest			17f,g	A	
Student behavior			17h, 17j, 17k, 19	A, B	
Time off-topic			17i	A, B	

Table B:
Topics, Items, and Item Purposes of the Implementation Instruments

Topic and Items	PROGRAM RECORDS (Attendance Logs)	INTERVIEW PROTOCOLS	SURVEY (After-Sch. Staff)	OBSERVATION INSTRUMENTS (i.e., Scales Form)	PURPOSE
Implementation of Enhanced Curriculum					
Present status					
Student interest in materials; match of curriculum and student needs		EI 2e, g			Engagement of students is an indicator of good practices. Context: match of program to needs.
What's going well?		EI 2b; DC 3a			What parts of the activity/curriculum suggest promising practices.
Staff comfort/skill teaching the materials		PD 8b; EI 2a; DC 3c			Staff comfort with and ability in implementing the materials faithfully.
Modifications made to materials		PD 8b; EI 2d; DC 3g			
Able to cover material in session		EI 2h; DC 3e-f		15	
Implementation quality		DC 3d			Quality faithful to implementation goals.
Training and support					
Type and quality of training		EI 5a; DC 4d			How well prepared were the instructors to implement the intervention faithfully? How could training be improved?
Most and least useful training aspects		EI 5a			
Adequate preparation		EI 5a			
Training improvements and additions		PD 8c; EI 5f			
Preparation of and support from district coordinator		EI 5d, e			
Available supports, frequency of support		EI 5b, c; DC 2d-f, 4d			How strong were the supports for faithful delivery of the curriculum?
Hiring program staff		DC 4a-c			Context: who is delivering the instruction.
Challenges/possible improvements					
Major challenges		PD 9; EI 2c, i			What was difficult in implementation, generally and specifically?
Challenging activities or topics		EI 2f; DC 3j			
How to improve implementation and program		PD 9; EI 2k, l; DC 3k			How could implementation be improved?
Additional resources/supports needed		PD 9; EI 2j; DC 3l			

Table B:
Topics, Items, and Item Purposes of the Implementation Instruments

Topic and Items	PROGRAM RECORDS (Attendance Logs)	INTERVIEW PROTOCOLS	SURVEY (After-Sch. Staff)	OBSERVATION INSTRUMENTS (i.e., Scales Form)	PURPOSE
Quality of Instruction					
Instruction					
On schedule				1	
Organization				2	
Modeling				3	Service contrast; assess extent of good instructional practices
Reinforcement				4	
Clarity				5	
Monitoring				6	
Connection-making				7	
Cooperative learning					
Individual vs. group instruction				8	Service contrast; assess extent of individual and group activities as well as positive peer behaviors as a result of good practices
Peer cooperation				9	
Behavior management and responsiveness					
Adult's classroom management				10	Service contrast; assess extent of good classroom management and student support practices
Adult's inclusiveness of youth				11	
Adult responsiveness				12	
Space/location quality					
Appropriate space				13	Service contrast; assess extent of good practices in terms of logistics of space and resources
Availability of media resources				14	

AFTER SCHOOL PROGRAM RECORDS
DATA COLLECTION PLANS

The research team will request the following data items for students in the research sample. As discussed in the justification statement, we will offer various options by which local programs in the study could provide the needed data elements, but have provided two sample data collection forms. Based on past experience, we believe the following data elements are typically collected by after school programs and included in their student record systems.

Data Elements Requested

1. *Attendance in the after school program for each monthly period of the study* - On the first form, attendance would be taken for all after school program participants. The research team would send the form, with names already on it, to the local program each month. Then the program staff would just have to check off the names.

2. *Attendance in the enhanced curriculum portion of the after school program* - On the second form, attendance would be taken for all program participants of the enhanced curriculum only (SFA or Harcourt). The research team would again send the form, with names already on it, to the local program each month. On this sheet, only the names of the enhanced curriculum participants would appear on the attendance roster. However, at the bottom of the roster would appear the list of students that are in the control group, and thus not expected to attend the enhanced curriculum. This list would appear simply as a reminder to the teachers at the after school program which children are not supposed to receive these services, and to hopefully minimize any crossovers.

[Insert name of local after school program] -- 2005-2006 school year
GENERAL ATTENDANCE IN THE AFTER SCHOOL PROGRAM
Monthly Participant Record -- _____ (month)

Student Name	Student ID	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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[Insert name of local after school program] -- 2005-2006 school year

ATTENDANCE SPECIFIC TO THE ENHANCED CURRICULUM PORTION OF THE PROGRAM (SFA or Harcourt)

Monthly Participant Record -- _____ (month)

Student Name	Student ID	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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Students not able to participate in this program include:

After School Program
Program Director

Expected length of interview 45 minutes to 1 hour

This interview guide is to be administered to the person in the central district office who oversees the after-school program in the schools. It is possible that person might not be able to answer detailed questions on activities, student recruitment and how students move through the program on any given day. The person who can answer those questions may be a school principal or a site coordinator for the after-school program. Before we go out on site we will determine whether or not the program director at a central office can help us or if we need to contact somebody located at the school to answer those specific questions. There is also a slight possibility that the program director may be located in a community-based organization, in which case we will go to that organization.

The interview guide is intended to collect information about program operations, both the "regular" after-school program and the enhanced reading or math curriculum. *[N.B., we will have other, more reliable, sources of information for the enhanced curriculum operations and thus we focus much of this protocol on the "regular" educational activities in the after-school program.]* Specifically, the guide will gather information on:

- Service contrast (between "regular" academic after-school program and enhanced curriculum); and
- Implementation experiences.

The questions will be organized in the following sequence:
- Description of the regular after school program, including content, staffing, student recruitment, student participation and student assessment;
- The present status of implementation of the enhanced curriculum.
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1. As a _____(title of current position), what are your primary roles and responsibilities?

Lead in: I'd like to talk with you about the differences and similarities between the (NAME OF ENHANCED CURRICULUM) and your other academically oriented after-school activities with respect to such things as content, structure and staffing. But first, I'll need a little information about your overall program in order to understand how everything fits together.

2. **What are the major objectives of your overall program?**

3. **Description of the Overall Program**

   a. What types of activities do you currently offer in the after-school sites that are offering the [name of enhanced curriculum]? (Get schedule for each school, if possible.)

   a. Please describe how students move through the program in each school on a given day.

      1) Do they meet initially in a common area? If yes, where do they meet and what do they do there?
      2) Do they move from activity to activity in groups (such as grade levels)? If yes, what groups are they placed in?

   b.   In addition to the [NAME OF ENHANCED CURRICULUM] please describe other educationally oriented activities that the after-school sites involved in the Academic Instruction After School demonstration operate. We are particularly interested in activities that address [MATH for Harcourt sites/READING for SFA sites). (MAKE OR GET A LIST OF ACTIVITIES FOR EACH SCHOOL)

      1) How often during the week does each activity meet? *(If you get a schedule you will not need to ask this question)*

      2) How long do these activities last (e.g., semester, year-long, other)?

4. **Staffing in "regular" (not enhanced curriculum) educationally oriented activities**

   a. How many full-time or part-time staff or volunteers are in each of your educationally oriented activities? (Get information for each school involved in the demonstration)

   b. What is the *planned* staff to student ratio for each activity? In practice, what is the *actual* staff to student ratio in each activity?

   c. Are you involved in hiring any of the after-school staff at the schools, either directly or indirectly? If yes, how are you involved?

   d. How much staff turnover is there from year to year in the program? Semester to semester?

5. **Student recruitment and participation in "regular" educationally oriented after-school activities.** *(If not already established, please find out if the program director knows how students are recruited to the academic after-school programs in the schools. If not, ask who should be asked about recruitment.)*
   In answering these questions about recruiting students, I'd really appreciate it if you would respond for each school that is participating in the demonstration separately

a. How do students end up in academically oriented activities? For example, are they referred by the school staff, enroll on their own, or a combination? Do they freely select activities to enroll in from a schedule?

   1) Are some of the after-school activities open to all students (such as homework help)? If yes, which activities are open to everyone?

   2) Do other programs try to enroll certain kinds of young people in the academically oriented activities (e.g., poor students, English Lanauge Learners)?

   3) If yes, who do they try to enroll and why?

   4) If yes, what programs target enrollment to specific students?

   5) Would you say they are successful? If not, why not?

b. Excluding the students who go to the (NAME OF ENHANCED CURRICULUM) *(Get information for each school involved in the demonstration):*

   1) Do they all participate in tutoring or homework help and then go on to do other things?

   2) Do students move from class to class, or do they remain with the same staff members throughout the afternoon?

   3) To what extent is participation in the academically oriented activities voluntary vs. mandatory?

   4) Are students offered incentives for participating? If so, what are those incentives?

6. **Student assessment in "regular" after-school educationally oriented activities.**

   a. Does the staff working in the regular academic after-school activities, such as tutoring or homework help, assess student performance?

   b. If yes, how are students assessed *(probe for standardized tests, assessments built into the curriculum and informal assessments)*

   c. How often are assessments completed for each student?

   d. Do teachers track the assessments over time?

   e. Are they used to guide student instruction? If so, please tell me how they are used.

7. **Training and technical assistance**;

   a. What kind(s) of training does the staff receive to carry out the regular academically oriented after-school activities?

      1) What are the goals of the training?

      2) What is the content of the training? In other words, what topics are covered?

      3) Who provides the training?

      4) Who receives the training? *Probes: All staff, only staff in certain academic activities?*

      5) How many hours of training does the staff receive and when do they receive it?

   b. Do you or other administrative staff observe the academically oriented after-school activities?

      1) If yes, how often has each class been observed during this school year?

      2) Do you provide feedback to after-school instructors? If yes, what kind of feedback is provided?

   c. Outside of classroom observations, do you meet regularly with the instructors?

      1) If yes, how often do you meet?

      2) In what kind of setting (e.g., group or one-on-one)?

      3) What is the purpose of those meetings?

8. [NAME OF ENHANCED CURRICULUM] after-school activity

   a. Has participating in [name of enhanced curriculum] changed the way you recruit students? If yes, how has it done so?

   b. How comfortable are the staff members with the curricular materials they are using in the [NAME OF ENHANCED CURRICULUM]?

      1) Have they felt the need to modify the materials in any way? If yes, how were they modified and why?

2) Are there additional trainings that you think it would be useful for your staff to receive?

   a) If yes, what kind of training would be useful?

   b) Who should receive that training?

9. Overall, how well do you think the (NAME OF ENHANCED CURRICULLUM) after-school activity is operating?

a. What are the major challenges faced by your program in operating the (ENHANCED CURRICULUM) component?

   1) How have those challenges been addressed?

   2) Who addressed them?

   3) Are there some that you have not been able to address?

   4) If yes, which ones, and what makes them challenging to address?

   5) How can implementation be improved?

   6) What is being considered to meet remaining challenges?

   7) What additional resources or supports are needed to meet challenges?

After School Program
Enhanced Curriculum Staff protocol

Interview guide is intended to collect information about the enhanced reading or math curriculum's operations. Coupled with information from interviews and observations, it will permit us to describe the service contrast between the enhanced and the "regular" academic after-school activities. It will also provide information on the implementation of the enhanced curriculum, including the fidelity with which it is being implemented. Specifically, the guide will gather information on:

- • Implementation of the enhanced curriculum;
  - o Description
  - o Implementation experiences
  - o Training

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Lead in: **I'd like to talk with you about your experiences delivering the [NAME OF ENHANCED CURRICULUM] in this after-school program.**

1) **Description of the Staff's and Students' Activities in the After-School Program**

   Please describe for me what a typical day in the after-school program is like for you

   a) I understand that you usually teach _____ (grade level or SFA level), is that correct?

   b) What time are you scheduled to begin working in [name of enhanced curriculum]?

   c) What time do students come into your classroom?

   d) Have the young people been in any other activity before they get to you? (e.g. snack) If yes, what have they been doing?

   e) What time are you done working with the students?

2) **Overall, how well do you think the (NAME OF ENHANCED CURRICULLUM) after-school activity is operating?**

   a) How comfortable are you in teaching the materials [name of enhanced curriculum]?

b) What is going well?

c) What are the major challenges that you face in teaching the material and working with the students?

d) Have you had to modify any of the materials to make them work better? If yes, what modifications have you made, and why?

e) Do students seem interested in the material? If not, why not?

f) Are there specific activities or topics that the young people have the most trouble with?

    i)   If yes, what are those activities or topics?

    ii)   How do you think the curriculum could be improved to address the young people's challenges in those areas?

g) In general, do you think the curriculum is appropriate for the students you are teaching?

    i)   If not, what aspects of it should be changed—and how? Or, what types of students might this be better suited for?

h) Can you get through all the material you need to in each session?
If no,

    i)   What are some of the challenges that you face in doing so?

    ii)   What do you omit or shorten if you run out of time?

i) [*Only use the following lead in question if the respondent has indicated that there have been challenges:* We have discussed some of the challenges that you might have faced, are there other additional challenges that you face in operating the [NAME OF ENHANCED CURRICULUM]?

    i)   [*If no challenges have been mentioned, use the following lead in question:* What are some of the challenges that you have faced in operating the [NAME OF ENHANCED CURRICULUM]?

    ii)   How have you addressed those challenges?

    iii)   Are there some that you have not been able to address?

        (1) If yes, which ones, and what make them challenging to address?

j) What additional resources or supports are needed to meet the challenges you face in using this curriculum with these students?

k) In what specific ways could the curriculum be improved to support student learning?

l) From your perspective, do you think that the time devoted each day to the [ENHANCED CURRICULUM] is sufficient to support student learning? If not, how much more time do you think students might need?

3) **Student Participation and Retention**

a) Has student attendance been steady throughout the school year? If not, what has the pattern of attendance been like?

b) If student attendance has been strong, are there things that you do to encourage it? If yes, what are those things?

c) If student attendance has not been strong, what do you think might account for the absences?

4) **How much preparation time do you have per day? Per week?**

a) When is your prep time scheduled?

b) Where do you do your preparation?

c) Do you work alone during your preparation time? If no, who works with you—and how often?

d) Are there any challenges in getting to your prep time? If yes, what are they?

5) **Training and technical assistance to deliver the curriculum**

a) Did you attend the training in September in (New Orleans/Alexandria,VA) for Harcourt/SFA?

   i) Did the trainings adequately prepare you for the program? If not, what could have been improved?

   ii) What particular aspects the training were most useful? Least useful?

b) Has Bloom Associates and/or Harcourt/SFA visited your classroom?

   i) If yes, how often have you received visits from them?

ii) Have you received feedback after those visits? If so, what type of feedback have you received?

iii) Has the feedback been helpful to you? If not, what kind of feedback would have been more useful.

c) Has the District Coordinator observed your classroom?

    i) If yes, how often have you received visits from them?

    ii) Do you receive feedback from him/her? If so, what type of feedback have you received?

    iii) Has the feedback been helpful to you? If not, what kind of feedback would have been more useful?

d) Outside of classroom observations, do you meet regularly with the district coordinator?

    i) If yes, how often do you meet?

    ii) In what kind of setting (e.g., group or one-on-one)?

    iii) What is the purpose of those meetings?

    iv) Do you find those meetings helpful?

    v) Is there anything that might make them more helpful?

e) From your perspective, how well prepared is your district coordinator to provide support?

f) Would additional training or support be helpful? What kind(s) might be helpful and why?

After School Program
"Regular" Academic Program After-school Staff Protocol

Interview guide is intended to collect information about the "regular" academically oriented after-school program. Coupled with information from interviews and observations, it will permit us to describe the service contrast between the enhanced and the "regular" academic after-school activities. Specifically, the guide will gather information on:

> Implementation of the "regular" academic after-school activity
> 1. Activity goals
> 2. Activity description
> 3. Implementation experiences

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1) As a _____(title of current position), what are your primary roles and responsibilities?

2) What is the name of the after-school activity in which you currently work?

3) **Activity objectives**
   a) What are the major objectives of the activity in which you work *(e.g., help students with their homework? Improve students' reading or math skills?)*?

4) **Description of the Staff's and Students' Activities in the "Regular" Educationally Oriented After-School Activities.** Please describe for me what a typical day in the after-school program is like for you

   a) What grade level(s) of student(s) do you work with?

   b) What time are you scheduled to begin working in this activity?

   c) What time do students come into your activity?

   d) Have the young people been in any other after-school activity before they get to you?(e.g. snack?) If yes, what have they been doing?

   e) How often during the week does the activity meet?

   f) How long do these activities last (e.g., semester, year-long, other)?

   g) I'd like you to describe a typical afternoon's activity for me.

i) What happens when young people first come into the activity? Then what happens?
    (1) Do students work individually or in groups or both?
    (2) Do you work individually with students? If yes, can you describe how you do so?
    (3) Do you actually teach lessons or do students work independently on homework?

ii) Do you ever make structured lesson plans or get them from others? (e.g. classroom teacher) If yes, how often?

iii) Do you use a formal curriculum? If yes, what are you using? How well would you say it is working with the young people? What are its strengths? What are its limitations?

iv) Do you have teaching materials, such as a curriculum, in order to work with the students or do the students bring their own books and materials? If yes, what is the name of the set of materials you use? Who publishes it? Does this school use the same curriculum during the day?

h) Do you work alone or with other staff?

i) If with other staff, how many other staff are present on a typical day?

ii) What are their roles/titles?

i) What time are you done working with the students?

5) **Overall, how well do you think the after-school activity that you work in is operating?**

a) If you use specific materials, how comfortable are you in teaching them?

b) What is going well?

c) What are the major challenges that you face in carrying out your work with the students?

d) If you use specific materials, have you had to modify any of them to make them work better? If yes, what modifications have you made?

6) **Description of student recruitment**

a) How are students recruited to this program?

b) Does the program try to recruit certain types of students?

i)   If yes, could you describe what types of students it tries to recruit? *(Probe: Do they have particular academic needs—if yes, what are those needs?)*

c) How successful has the program been in recruiting the types of students it would like to have involved?

    i)   If it has not been very successful, why do you think that is?

    ii)   If it has been successful, what kinds of strategies were used to bring students into the program?

7) Student Participation and Retention

a) Has student attendance been steady throughout the school year? If not, what has the pattern of attendance been like?

b) If student attendance has been strong, are there things that you do to encourage it? If yes, what are those things?

c) If student attendance has not been strong, what do you think might account for the absences?

8) How much preparation time do you have per day? Per week?

a) When is your prep time scheduled?

b) Where do you do your preparation?

c) Do you work alone during your preparation time? If no, who works with you— and how often?

d) Are there any challenges in getting to your prep time? If yes, what are they?

9) Does anyone involved in administering this program come to observe your activity?

a) If yes, have you received visits from him/her during this school year?

b) Do you receive feedback from him/her? If so, what type of feedback have you received?

c) Has the feedback been helpful to you? If not, what kind of feedback would have been more useful?

d) Outside of classroom observations, do you meet regularly the people in charge of administering the program?

i) If yes, have you received visits from them during this school year?

ii) In what kind of setting (e.g., group or one-on-one)?

iii) What is the purpose of those meetings?

iv) Do you find those meetings helpful?

v) Is there anything that might make them more helpful?

After School Program
District coordinator

Introduction
Interview guide is intended to collect information about the enhanced curriculum. In particular, the guide will gather information on the implementation of the enhanced curriculum and the fidelity to it, permitting us to speak both to implementation and the service contrast between the enhanced curriculum and the "regular" academic after-school activities.

Additionally, questions will focus on:
- Why the district applied for the enhanced curriculum piece.
- Program goals of enhanced curriculum
- The coordinator's activities
- The coordinator's thoughts on how the enhanced curriculum is going (challenges, accomplishments, benefits, etc.
- Training from developers (received personally) (Received by enhanced curriculum staff)

+++
1. a. What is your current title?
    b. What are your primary roles and responsibilities? (*As probes, please use the categories from Bloom Associates' list of roles and responsibilities.*)

2. **I'd like to get a sense of how you spend your time working on this project:**

    a. Please describe a typical day. A typical week?
    b. How many hours a day do you spend working on this project?
        1) Is that for five days a week?
        2) If no, how many hours per week do you spend?

    c. Overall, about what percentage of your time do you spend doing each of the things that you listed when I asked you about your roles and responsibilities?

    d. How often do you talk with the enhanced curriculum staff at each of the schools?
        1) Under what circumstances do you speak with the staff? (*probes:* meetings, trainings, observations, other?)
        2) Thinking of the last time you spoke with staff from each of the schools, either formally or informally, what was the topic of your conversation with that person/those people?

    e. How often do you speak with the Bloom Associates or staff members of [NAME OF ENHANCED CURRICULUM]?

    f. Under what circumstances do you speak with them?

3. **Overall, how well do you think the [NAME OF ENHANCED CURRICULUM] after-school activity is operating?**

   a. What is going well?

   b. How often are you able to observe each classroom?

   c. Overall, how would you describe the instructors' skill in teaching the materials across the schools?

   d. Are there some schools that are doing a better job in running the [NAME OF ENHANCED CURRICULUM] than others?

      1) If yes, which schools are doing a better job?
      2) Why do you think implementation is going better in some schools than in others?

   e. [FOR SFA ONLY] Are all your schools completing the lessons on a daily basis? If no:
      1) Please describe the kinds of difficulties that they are having staying on schedule.
      2) Do specific parts of the daily activities that tend to be left out? If yes, what are they and why do you think those activities are omitted?
      3) Have you found ways to help them do better? If yes, what has been helpful?

   f. [FOR HARCOURT] In general, are students completing one or two skill packs a week?
      1) If no, please describe the kinds of difficulties that they are having?
      2) Have you found ways to help them?

   g. Have you or the [NAME OF ENHANCED CURRICULUM] staff at the schools had to modify any of the materials to make them work better? If yes, please describe some of those modifications and why they were made.

   h. Based on your conversations with instructors and observations of the activities, what are the strengths of the [NAME OF ENHANCED CURRICULUM]?

   i. Based on your conversations with instructors and observations of the activities, what are the weaknesses of the [NAME OF ENHANCED CURRICULUM]?

      a) Does it seem to capture student interest?
         (i) If not, how could it be improved so that students would be more interested?

      b) Does it generally seem appropriate for the needs of the students in the program?

(i)   If not, can you describe its limitations and what other supports the students might need to improve the curriculum?

j. [*Only use the following lead in question if the respondent has indicated that there have been challenges:* We have discussed some of the challenges that you might have faced, are there other additional challenges that you face in operating the [NAME OF ENHANCED CURRICULUM]?
[*If no challenges have been mentioned, use the following lead in question:* What are some of the challenges that you have faced in operating the [NAME OF ENHANCED CURRICULUM]?

1) How have you or other staff addressed those challenges?

2) Are there some that you have not been able to address?

3) If yes, which ones, and what make them challenging to address?

k. Overall, how do you think implementation can be improved?

l. What additional resources or supports are needed to meet challenges?

4. **Staff training and hiring**

a. Were you involved in some of the hiring decisions for the after-school curriculum? If yes, what was your involvement? [Skip to 6c. if not involved]

b. What criteria did you use in hiring program staff?

1) Were the programs successful in hiring and retaining staff who fit these criteria?
2) If not, what challenges did they face?

c. Whether or not you were involved in hiring the staff, would you like to see other criteria used if this program continues next year?
1) If yes, what criteria would you use?

d. What professional development have staff members received on [NAME OF ENHANCED CURRICULUM]?
1) How many of the instructors attended the initial training. What percent of all your instructors teaching the curriculum had that training?

2) Do you have regular staff meetings for the purpose of providing instructional support? [If no, skip to q.3]
If yes,
a) How often do you hold those meetings?

b) Think about the last meeting you had at each school, when was the meeting? What did you discuss with the staff at that meeting?
c) What percent of the staff participated in the meeting?
d) Are there some staff members who regularly do not participate in those meetings? If yes, why is that?

3) Since the initial training, have you or the after-school staff received any visits or outside trainings by Bloom Associates or the curriculum developers? [Important: Get specific information for each visit or training for the following questions]

a) If yes, how many site visits?
b) How many trainings?
c) How many people participated from your district?
d) What was the purpose of each visit or training?
e) How helpful was each site visit or training? What could have been improved?

4) Have you or the classroom instructors who teach the [NAME OF ENHANCED CURRICULUM] received any other supports? If yes, how many, what supports?

5. **Quality of classroom management and adult responsiveness**

a. Have you had a chance to formally observe any of the [NAME OF ENHANCED CURRICULUM] classes? If yes, how often do you observe the classrooms?

b. If you observed sessions

1) How many different staff have you been able to observe?

2) What kinds of things did you notice during your observations? What seemed to be going well? What seemed to be challenging for the staff?

c. Is there a range of skill level among the program staff in their ability to manage groups of children during the instructional period of the enhancement curriculum?

1) Can you describe the range of classroom management skills among the staff?

d. How have you responded to specific challenges/problems that you have observed?

6. How much preparation time do the instructors receive?

a. When is teacher preparation supposed to take place?

b. Do you ever work with the instructors during their preparation time? If yes, under what circumstances do you do so?

c. As far as you know, what proportion of the instructors regularly use all their preparation time in the ways intended?

After School Program Staff Survey

Study of Academic Instruction in After School Programs

The questions on this form ask about the academic activity or class where you spend more of your after school time. If you are not involved in any academically-oriented activity in the after school program, please do not fill out this survey. For each item, please mark only one answer unless the questions specifically allows for more than one answer. Thank you very much for helping us to learn more about the after school program.

We want you to know that:

1. **We are asking you these questions to gather information about the academic activities in after school programs.**

2. **You may skip any questions you do not wish to answer; however, we hope that you answer as many questions as you can.**

3. **All responses are** confidential**. Your responses will be combined with those of other staff and results will be reported in the aggregate. Thus, the answers you give will never be identified as yours.**

MDRC
New York, NY

www.mdrc.org

For questions, call Fred Doolittle at 800-221-3165

fred.doolittle@mdrc.org

AFTER-SCHOOL PROGRAM
ACADEMIC STAFF SURVEY

1. Are you involved in an after school program that is designed to address academics, such as homework help, tutoring, or help in academic subjects?
   ☐ Yes_1
   ☐ No_0

   IF 'YES', PLEASE CONTINUE. IF NO, PLEASE REURN THIS FORM TO THE PERSON THAT GAVE IT TO YOU AND THANK YOU

2. Name of activity:
   ☐ Success for All (SFA) After-School $Reading_1$
   ☐ Harcourt After-School $Math_2$
   ☐ Other: SPECIFY _____$_3$

3. What is your position in this after-school activity?
   ☐ Success for All (SFA) Reading $instructor_1$
   ☐ Harcourt Math $instructor_2$
   ☐ Other after-school academic activity instructor or $staff_3$

4. This activity's main focus is on: *(Check only ONE)*
   ☐ $Math_1$
   ☐ $Reading_2$
   ☐ Math, reading and other academic subjects, depending on the student's $need_3$
   ☐ Other: SPECIFY _____ $_4$

5. This activity's main method of helping students is through: *(Check only ONE)*
   ☐ Individual $tutoring_1$
   ☐ Homework $help_2$
   ☐ Academic instruction using the Success for All after-school reading $curriculum_3$
   ☐ Academic instruction using the Harcourt after-school math $curriculum_4$
   ☐ Academic instruction using other materials. SPECIFY: _____$_5$
   ☐ Other method SPECIFY: _____ $_6$

6. In a typical week, how frequently does this activity meet?

   ☐ Less than once a week $_1$ ☐ Three times a week $_4$
   ☐ Once a week $_2$ ☐ Four times a $week_5$
   ☐ Twice a week $_3$ ☐ Five times a week $_6$

7. In a typical week, how frequently are you present to lead or assist with this activity?

   ☐ Less than once a week $_1$ ☐ Three times a week $_4$
   ☐ Once a week $_2$ ☐ Four times a week $_5$
   ☐ Twice a week $_3$ ☐ Five times a week $_6$

8. How much time during each activity period do students spend on academic tasks?

   ☐ 1-30 $minutes_1$ ☐ 61-120 minutes $_3$
   ☐ 31-60 $minutes_2$ ☐ Over 2 hours $_4$

9. What is your role in this activity?

   ☐ Lead Instructor$_1$ ☐ Assistant to Instructor$_3$
   ☐ Co-Instructor$_2$ ☐ Other: SPECIFY:_____ $_4$

10. How many hours a week do you work in this after-school activity? (Check only ONE)

   ☐ 1-2 hours a week$_1$ ☐ 7-8 hours a week$_4$
   ☐ 3-4 hours a week $_2$ ☐ More than 8 hours a week$_5$
   ☐ 5-6 hours a week $_3$

11. How many times in past semesters have you led (or worked in) this particular activity (including places other than this after-school site)?

   ☐ Never, this is the first semester I have led or worked in this activity.$_0$
   ☐ I worked in this activity last semester. $_1$
   ☐ I have led or worked in this activity 2 or 3 semesters before. $_2$
   ☐ I have led or worked in this activity 4 or more semesters before. $_3$

12. How many staff members (including teachers and assistants) are usually in this room working with the students? Please count yourself.

   ☐ I am the only staff member in this room working with the young people.$_1$
   ☐ Two, including me. $_2$
   ☐ Three, including me. $_3$
   ☐ Four, including me. $_4$
   ☐ Other (SPECIFY) _____ $_5$

13. How many students are currently enrolled in this activity? (SPECIFY)_____$_{1-3}$

14. How many students actually attend this activity on a typical day? (SPECIFY)_____$_{1-3}$

15. How much time per day are you **paid** to prepare for this activity? *(Check only ONE)*

   ☐   None $_0$
   ☐   Less than 15 minutes a day $_1$
   ☐   15 minutes to less than 30 minutes a day $_2$
   ☐   30 or more minutes a day $_3$

16. Do you have enough time to plan daily lessons during your paid preparation time?

   ☐ Yes$_1$
   ☐ No$_0$
   ☐ Not applicable. I do not have any paid preparation time for this activity$_7$

17. How true is each of the following statements about this activity?	Very True	Sort of True	Not Very True	Not at all True
a. This activity requires that I deliver individual or small group instruction.	$\square_0$	$\square_1$	$\square_2$	$\square_3$
b. I received high quality training in how to carry out this activity.	$\square_0$	$\square_1$	$\square_2$	$\square_3$
c. I have a lesson plan to follow each day, along with supporting materials for the students.	$\square_0$	$\square_1$	$\square_2$	$\square_3$
d. I receive ongoing support from somebody in this program or in this school district on how to teach children in this after-school activity effectively.	$\square_0$	$\square_1$	$\square_2$	$\square_3$
e. Most of the things we do in this activity are done as a big group.	$\square_0$	$\square_1$	$\square_2$	$\square_3$
f. Most youth in this activity really pay attention to what I am saying.	$\square_0$	$\square_1$	$\square_2$	$\square_3$
g. In general, the children in this activity appear to be interested in what they are learning.	$\square_0$	$\square_1$	$\square_2$	$\square_3$
h. Sometimes youth socialize so much in this activity that it is difficult to complete the tasks at hand.	$\square_0$	$\square_1$	$\square_2$	$\square_3$
i. We often spend time discussing topics unrelated to the activity.	$\square_0$	$\square_1$	$\square_2$	$\square_3$
j. The students in this activity are well-behaved.	$\square_0$	$\square_1$	$\square_2$	$\square_3$
k. The students in this activity are good at following instructions.	$\square_0$	$\square_1$	$\square_2$	$\square_3$

18. Students spend at least some of their time working together in small groups or pairs.

    $\square$ Yes_1
    $\square$ No_0

19. It's difficult to get the youth in this activity to work together effectively.

    $\square$ Very $true_4$
    $\square$ Sort of $true_3$
    $\square$ Not very $true_2$
    $\square$ Not at all $true_1$
    $\square$ Not applicable: Youth do not work together in small groups or pairs in this $activity_7$

20. In general, I have enough materials and equipment, such as books and computers, to carry out my work.
    $\square$ Very $true_4$
    $\square$ Sort of $true_3$
    $\square$ Not very $true_2$
    $\square$ Not at all $true_1$
    $\square$ Not applicable: I do not need to use materials or equipment to carry out my $work_7$

21. The materials and exercises that we use in this activity address the topics our students need help on.
    - ☐ Very true$_4$
    - ☐ Sort of true$_3$
    - ☐ Not very true$_2$
    - ☐ Not at all true$_1$
    - ☐ Not applicable: I do not use exercises or materials$_7$

22. For the students enrolled in this activity, the materials and exercises we use are.
    - ☐ Too easy$_3$
    - ☐ About the right level of difficulty$_2$
    - ☐ Too challenging$_1$
    - ☐ Not applicable: I do not use materials $_7$

23. If you have ways to assess or monitor student academic performance, what type of assessment instruments or tests do you use? (Check as many as apply)

    - ☐ Assessments are built into the curriculum$_1$
    - ☐ We have standardized tests$_2$ SPECIFY _____
    - ☐ We create our own informal assessments$_3$.
    - ☐ I do not regularly monitor or assess student performance in this activity$_7$

24. How often do you monitor or assess each student's performance?

    - ☐ At least once a week$_3$
    - ☐ At least once a month, but less than weekly$_2$
    - ☐ Less than once per month$_1$
    - ☐ Not applicable: I do not regularly monitor or assess student performance in this activity$_7$

25. Do you track the results of each student's performance?

    - ☐ Yes$_1$
    - ☐ No$_0$
    - ☐ Not applicable: I do not regularly monitor or assess student performance in this activity$_7$

26. Do you use the results of students' performance to guide student instruction?

    - ☐ Yes$_1$
    - ☐ No$_0$
    - ☐ Not applicable: I do not regularly monitor or assess student performance in this activity$_7$

27. What educational degree(s) do you currently hold?   *(Check ALL that Apply)*

    ☐High School Diploma/GED $_1$ ☐Masters Degree $_4$
    ☐Associates $_2$ ☐Other SPECIFY: _____ $_5$
    ☐Bachelors $_3$ ☐None$_6$

28. Are you certified by your state to teach elementary education?

    ☐ Yes$_1$
    ☐ No$_0$

29. Do you have any other certificates (youth worker, child care, etc.)?

    ☐ Yes $_1$ Certificate Title? SPECIFY: _____ $_2$
    ☐ No $_0$

30. How many years of experience do you have teaching elementary school students in schools?

    ☐ I have no previous experience working with elementary school-aged children $_0$
    ☐ One to two years' experience $_1$
    ☐ Three to four years' experience $_2$
    ☐ More than four years' experience $_3$

31. Prior to working with this after-school program, have you had experience working with any
   of these types of organizations (in either a paid or volunteer position): *(Please answer "Yes" or "No"*
   for each type of organization.)

	No	Yes	How many years?
a. Youth Serving Organizations *(like YMCA's or Boys and Girls Clubs)*	☐$_0$	☐$_1$	_____
b. Faith-Based Youth Programs *(like Sunday school or a children's program at a temple or mosque)*	☐$_0$	☐$_1$	_____
c. Social Service Agency working with youth	☐$_0$	☐$_1$	_____
d. Child Care or Day Care Facility	☐$_0$	☐$_1$	_____

32. Which of the following training or professional development opportunities have you ***EVER*** participated in? *(Check ALL that Apply)*

   (If a training you participated in is not listed, please check Other and SPECIFY)
   ☐ Child Development$_1$
   ☐ Effective classroom management skills$_2$
   ☐ How to teach or tutor children in reading$_3$
   ☐ How to teach or tutor children in math$_4$
   ☐ Harcourt After-school math curriculum$_5$
   ☐ Success for All (SFA) after-school reading curriculum$_6$
   ☐ Other SPECIFY: _____$_7$

Thank you for taking time to complete this survey!

Observer:_____   Date of observation:_____

Activity:_____

Program:_____

AFTER-SCHOOL ACADEMIC ACTIVITY SCALES FORM

OVERALL QUALITY OF ACTIVITY

Q1.   The teacher began the activity on time.

☐ Yes

☐ No

Q2.   **Organization**: How well organized was the instructor?

```
 _____
 |              |              |              |
 1              2              3              4
Very disorganized                    Very well organized
```

Q3.   **Modeling behavior:** How effectively did the instructor use modeling to explain concepts and activities to students?

```
 _____
 |              |              |              |
 1              2              3              4
Not at all effectively               Very effectively
```

Q4.   **Reinforcement**: How frequently did the instructor use reinforcement techniques to reinforce the lessons

```
 _____
 |              |              |              |
 1              2              3              4
 Never                               Very frequently
```

Q5.   **Clarity of Presentation**: How clearly did the instructor present and explain information?

```
 _____
 |              |              |              |        N/A
 1              2              3              4
Not at all clearly                   Very clearly
```

Q6a.   **Monitoring**: How effectively did the instructor monitor students' **individual** progress?

```
 _____
 |              |              |              |
 1              2              3              4
Not at all effectively               Very effectively
```

Q6b.   **Monitoring:** How effectively did the instructor monitor students' **group** progress?

```
 _____
 |              |              |              |
 1              2              3              4
Not at all effectively               Very effectively
```

Q7.   **Connection making**: To what extent did the instructor draw connections between what youth already know and the material presented in the activity?

```
_____
        |                   |                   |                   |
        1                   2                   3                   4
     Limited                                                   Extensive
```
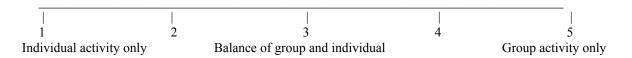
SUMMARY: Please provide a brief narrative, summarizing the nature of instruction in this activity. Include specific behaviors that support your conclusions. (use back if necessary)

COOPERATIVE LEARNING

Q8a. **Group Activity (ENHANCED CURRICULUM ONLY)** How well did the activity instructor encourage the mix of group and individual activity provided for in the curriculum?

```
_____
|                |                |                |
1                2                3                4
```
Not at all well   Very well

Q8b. **Group Activity (REGULAR AFTER-SCHOOL ACTIVITY ONLY).** Was the activity primarily a group or individual activity or was did it provide a balance of both individual and group activity.

```
_____
|                |                |                |                |
1                2                3                4                5
```
Individual activity only   Balance of group and individual   Group activity only

Q9. **Peer Cooperation**. To what extent did this activity encourage cooperative peer interaction?

```
_____
|                |                |                |
1                2                3                4
```
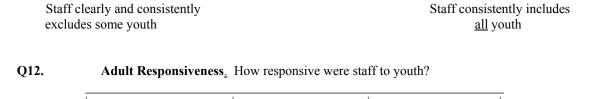Limited   Extensive

SUMMARY: Please provide a brief narrative, summarizing the nature of cooperative learning in this activity. Include specific behaviors that support your conclusions. (Use back if necessary)

CLASSROOM MANAGEMENT

Q10. **Adult Management.** How well did the staff manage youth behavior?

```
_____
|                    |                    |                    |
1                    2                    3                    4
```
Not at all well   Very well

Q11. **Staff Inclusiveness of Youth.** To what extent did staff facilitate the inclusion of all youth in the activity?

```
_____
|                    |                    |                    |
1                    2                    3                    4
```
Staff clearly and consistently   Staff consistently includes
excludes some youth   all youth

Q12. **Adult Responsiveness.** How responsive were staff to youth?

```
_____
|                    |                    |                    |
1                    2                    3                    4
```
Not at all responsive   Very responsive

SUMMARY: Please provide a brief narrative summarizing the quality and effectiveness of staff=s behavioral management style. Include specific behaviors that support your conclusions.

SPACE

Q13. To what extent was the space appropriate for the observed activity?

```
 _____
 |                  |                  |                  |
 1                  2                  3                  4
Inappropriate                                        Appropriate
```

Please describe the available space: What was it (e.g., cafeteria, library, classroom)? Where there other groups of children present? What was the noise level? How comfortable was the space?

Q14. Computers and/or AV equipment were available and used
    ☐ Yes
    ☐ No

Q15. Was the allotted time appropriate for youth to complete the activity?

    ☐ Yes
    ☐ No, there was too much time
    ☐ No, there was too little time

If there was too much or too little time, describe what happened. What indications did you observe? How serious did the problem appear to be? If the instructor completed the activity describe how s/he managed the classroom and materials to do so.

ACTIVITY CHARACTERISTICS

(To be completed after <u>each</u> observation of the activity.**)**

Please note the time your observation took place: Start time:_____ End time:_____

\# of adult staff in observed session: _____ \# of teen staff in observed session: _____

\# of youth participating in observed session: _____ (_____ \# girls; _____ \# boys)

Age range of youth in observed session: _____ - _____

Role of adult in observed session:
- ☐ Supervision
- ☐ Active instruction or teaching
- ☐ One-on-one assistance
- ☐ Other: _____

A. Please describe the specific task or tasks in which the youth engaged in during your observation. Be as detailed as possible about the day's activities and include time spent on tasks, materials used, whether youth worked individually or in groups, what the staff did in the activity, etc.

B.   Note any important or unexpected events that occurred during the activity (e.g, a fight between peers, staff started late, rule infractions by youth and adult responses, a large number of absent youth, etc.):

C.   Note whether there was a lack of consistency in quality over the duration of the activity (e.g., the activity started out well, but ended poorly):